

harm in it", turning aside his retaliation. And thus it expresses the fear of retaliation. But the very need to " hit in fun " is itself the need to prove that it is safe to do so, the need to test out deep sadistic phantasies in real experience. This view of the " hitting for fun " as a testing out in real behaviour of unconscious phantasies is not based only on general psycho-analytic findings. It rests also on the direct psycho-analytic study of one of the very children in my own group who showed less real and more *make-believe* aggression than any other of the children. Christopher very rarely indeed hit or attacked any of the other children with serious intent, and was altogether a companionable and lovable child. But he had a roguish delight in *pretending* to attack, and no one could take offence when his brown eyes sparkled with laughter as he did it. It was he who ran off with another boy's bricks, laughing and saying, " I am the stealer." And two of the instances under *Make-believe Aggression* show the same hearty fun in playful attack. (22.3.26) After lunch, when Mrs. I. was helping the children to wash the plates, Christopher and Dan kept smacking her in fun, with hearty laughter, but very persistently. When she asked them not to do so, Dan would have stopped but Christopher would not—until she said that if they went on, she would leave them to wash their own plates. They then Stopped, with amused comments—' Oh, if we smack her, she won't wash up!' " 11.2.25: " Christopher and George made a train by putting several tables together. Presently Tommy got into their train, and said, ' This is a monkey ' ; Christopher and Tommy sat side by side, and squealed, and jumped about and crawled as ' monkeys' for some time. Christopher in this way got rather excited and

flushed, and began
to do roguish things to tease Mrs. I.—running
off with a
pencil and notebook from her shelf. There was
no malice
in this, and when she asked him to replace
them, he did
so." Now for various reasons Christopher was
analysed
during his second year in the school by one of
the leading
child analysts. This was arranged by the
parents and of
course was quite independent of the school. But
the analyst,
Miss M. N. Searl, has told me since that it
became very
apparent during the course of this treatment
how over-
whelming was Christopher's *unconscious*
aggression, and how
enormous the anxieties to which it gave rise.
His playful